

Educator Professionalism in The Independent Curriculum Through Digital Literacy Training for Teachers

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Abstract: This training aims to train teachers in Sukoharjo Regency in the independent curriculum by applying digital literacy as professional educators. The training method involves socialization, training, mentoring, and evaluation stages. The success target in this training is 40%. The training results show that the training stages are carried out in four stages: providing material, implementing an application in digital literacy learning, assisting teachers in creating and operating digital literacy, and evaluating this training. This training was carried out on February 6, 2023, with the results showing that 49 teachers in Sukoharjo Regency stated that they were very satisfied with the delivery of material by the presenters, a total of 27 people (55.1%). The benefits of this digital literacy training were in the very useful category for 34 teachers or 69.4%. Furthermore, in the continuation of this training, it was categorized from the data above as follows: 12 teachers felt it was very actionable, 31 teachers felt it could be followed up, and six teachers felt it was quite actionable. The evaluation data above stated that there was success in implementing this training, which reached above 40%.

Keywords: digital literacy; independent curriculum; professionalism; teachers

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Received: 20 August 2023

Accepted: 2 February 2024

Published: 8 March 2024

DOI : <https://doi.org/10.20527/btjpm.v6i2.9932>

How to cite: Suswandari, M., Exacta, A. P., & Giyatmi, G. (2024). Educator professionalism in the independent curriculum through digital literacy training for teachers. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, 6(2), 398-406.

INTRODUCTION

An increase in digital literacy competencies does not accompany the rapid growth of the internet in Indonesia. Applications follow the presence of the internet in the form of easily accessible social media, where users only register an account. The

advantage of social media is that its presence offers easy interaction, communication, and socialization and is supported by attractive features. Social media that we can mention are popping up, starting with Facebook, Twitter, WhatsApp, YouTube, Telegram, Instagram, etc. Data collection results

from Syarifah et al. (2021) noted that Facebook, WhatsApp, and YouTube are the social media with the highest number of users. 40% of WhatsApp users access it more than 5 hours a day. This means Indonesians spend more time on social media during the pandemic.

Many hoaxes are popping up in the community on around 800,000 sites (Retna, 2023). The increasingly high circulation of hoaxes amidst the increasing number of internet users in Indonesia is why understanding media literacy, especially digital information, needs to be provided (Alfianistiawati et al., 2022).

Instability in the use of digital literacy has a negative impact, which can lead to psychological disorders in adolescents. This is caused by the emotions of children and adolescents who are still unstable. They tend to receive information in its entirety without finding out whether it is true or not, just through tweets on social media. The inability of children and adolescents to interpret digital literacy has an impact on the attitudes and character of children and adolescents. Moreover, negative comments pop up with insulting language, incitement, provocation, and others (Adiasti, 2021; Arianto, 2021; Junawan & Laugu, 2020). Because literacy is not only related to reading and writing information on social media, but it also includes the ability to read, understand, and appreciate various forms of communication critically (Indriyana in Adiasti, 2021; Arianto, 2021).

Critical communication developed in digital literacy is the ability to develop audience abilities both intellectually and through media literacy education in understanding the message of information from social media. Someone with emotional abilities and moral messages for themselves and others must pay attention to the

messages conveyed (Tamburaka in Pratiwi, 2021). Through digital literacy, students can competently use digital media to solve daily life problems, understand the social dimensions and impact of digital media in modern society, foster a positive attitude towards digital media, and face the demands of the modern era (Anggeraini et al., 2019; Martani, 2020; Nabilah & Wahyuningsih, 2021).

At this time, the development and progress of science are very fast (Karim, 2014). The education system in Indonesia has undergone 11 changes to the curriculum, from the very simple curriculum in 1947 to the last, namely the 2013 curriculum. However, the changes in the curriculum are only improvements to the previous curricula. The curriculum changes that occur are the policies of those responsible for education in Indonesia.

Indonesia has set a curriculum transition from the 2013 curriculum to the Merdeka Curriculum. The independent curriculum is a curriculum that puts lesson plans in place to give students the opportunity to learn in a calm, relaxed, fun way without feeling pressured and to show students' talents. Merdeka Learning focuses on freedom and creative thinking. Independent learning means liberating students (Harto et al., 2023)s.

The implementation of the Merdeka Curriculum is designed to accommodate students' ability to express ideas creatively, demonstrate skills outside of the academic aspect, and build students' confidence in conveying their work. Implementing the Independent Curriculum encourages students to go beyond conventional learning boundaries, explore interests and talents, and provide space for them to innovate and find their best potential.

The implementation of digital literacy in the independent curriculum cannot be separated from the Industrial

Revolution 4.0 and Society 5.0, which have made it easier for humans to continue learning. There is an increase in media and online learning resources that are increasingly diverse to help align the use of existing technology. When utilizing information technology properly, the benchmark for advancing technology must be balanced with human resources. This makes digital literacy mandatory for teachers who act as educators for the nation's future successors (Gilster in Naila et al., 2021).

Teachers and educators must be creative and innovative in developing technology-based learning wisely and correctly. The challenge for educators nowadays is the most important thing: to participate in using digital literacy in classroom learning. Such conditions require the role of educators to be smart and wise and participate in the use of information technology in learning. In the current situation of educators through the use of digital literacy in learning, educators are expected to have qualified abilities related to technological literacy and communication, especially in the current independent curriculum. This is a big challenge for educators or teachers in Sukoharjo Regency. So, the purpose of this training is to train teachers in Sukoharjo Regency in the independent curriculum through the application of digital literacy as professional educators.

METHOD

Activities in this training use the guided lecture method and vary offline in the Sukoharjo District Education Office Hall. The guided lecture method, which includes discussion and practice activities, can be absorbed more optimally than without direct practice.

The target subjects for this training were teachers in Sukoharjo Regency, totaling 49 elementary, middle, and high school teachers. The following is the distribution of teachers who took part in

the training are listed in Table 1.

Table 1 Distribution of digital literacy training teachers

No	Teacher	Total
1.	Primary school teachers	20
2.	Middle School Teacher	22
3.	High School Teacher	7

This activity was carried out in four stages, namely: first, the delivery of material on the meaning of digital literacy, the importance of digital literacy, digital literacy cases in Indonesia, and digital literacy skills in learning; second, training on the implementation of digital literacy in learning, which includes Zoom, Instagram, Telegram, Edmodo, Google, Whatsapp, Youtube, Facebook, Twitter, Anyflip, and Live Worksheet; third, assistance in creating an account and operating one of digital literacy in learning; and fourth, evaluation of digital literacy training in learning implemented by teachers in Sukoharjo Regency. There are 4 stages in this training, including the socialization stage, the training stage, the mentoring or monitoring stage, and the evaluation stage. The following is the sequence of the four stages are listed in Figure 1.

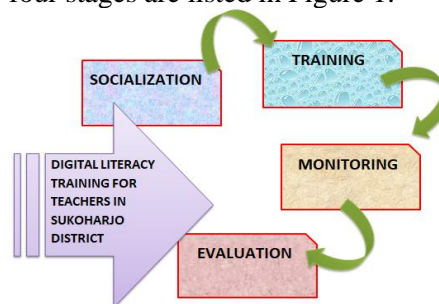


Figure 1 Sukoharjo teacher's digital literacy training method

The four steps in the chart above are detailed as follows:

Socialization/Counseling

Counseling is related to providing intensive and interactive material through interactive PowerPoint media to teachers in Sukoharjo Regency.

Submission of material containing the meaning of digital literacy, the importance of the digital lottery, cases of digital literacy in Indonesia, and digital literacy skills in learning.

Training

The teacher carries out practical activities by directly using digital literacy in learning, which includes Zoom, Instagram, Telegram, Edmodo, Google, WhatsApp, Youtube, Facebook, Twitter, Anyflip, and Live Worthsket.

Assistance

Assistance in creating registration accounts and implementing and operating one of the digital literacy courses that was previously presented.

Evaluation

Evaluation of training for teachers in Sukoharjo Regency in terms of educator professionalism in implementing digital literacy learning is carried out by giving a questionnaire to determine the success and improvement of training, with a training success target of 40%.

RESULTS AND DISCUSSION

The presenters delivered the training activities by explaining in advance the first stage of conducting outreach and counseling to teachers in Sukoharjo Regency regarding the urgency of digital literacy for teachers. Digital literacy has been discussed at all levels of education. In the independent curriculum, information and communication technology (ICT) has been integrated into subjects. In 2017, through the Ministry of Education and Culture, the government launched a pocketbook on digital literacy for schools entitled "Digital Literacy Support Material: National Literacy Movement." Digital literacy is defined as the ability to use ICT to find, evaluate, utilize, create, and communicate content and information

with cognitive skills. Digital literacy, or digital literacy, consists of information, media, and ICT/ICT literacy. These three components play a role in improving the quality of learning and the future of students.

So that digital literacy is also ultimately integrated into learning. The aspects that need to be considered in implementing digital literacy in learning are (1) expertise in using information technology; (2) how to think creatively using ICT in building knowledge; (3) building knowledge through a discussion process and providing mutual input in the digital space; (4) the ability to hear, understand, and convey ideas; (5) selecting information; (6) thinking critically and evaluating; (7) understanding of social culture; and (8) digital security (Hague & Payton, 2011).

Implementation of digital literacy in this learning process requires the active participation of students. Through active and creative participation, students will gain insight and understanding to utilize digital media according to its function. In the context of learning, digital literacy enables anyone who masters it to acquire knowledge, attitudes, and skills through better, faster, easier, and more enjoyable learning activities.

Various studies in the context of learning show that to be able to make effective use of ICT, students do not simply rely on literacy skills but need other competencies that support them. (Batubara, 2021; Fauzi et al., 2022; Handayati, 2020; Harjono, 2018; Kamalia et al., 2021; Kurniasih, 2019).

The competencies in digital literacy that students and teachers need are the ability to understand, analyze, assess, organize, and evaluate information using digital technology. The inability of students and teachers to interpret digital literacy has an impact on attitudes and character (Asari et al., 2019; Mardiana et al., 2020).

Here are some social media applications that can be implemented in digital literacy as a challenge for today's teachers and educators, including Zoom meetings, Edmodo, YouTube, Instagram, Google, Telegram, Facebook, WhatsApp, and Twitter.

In the second stage, the training began, which began with each teacher choosing a theme or subject to be presented in one of the digital literacy applications. In learning in each class taught by the teacher. Modifications in digital literacy learning can be in the form of learning evaluations. Evaluation of learning can be made as interesting as possible without boring students while working on evaluation questions. This can be presented in the form of pictures, videos, moving text, and so on.

This is also supported by interesting features such as quiz shapes, word card shapes, pairing shapes, and crossword shapes. So the challenge presented by today's teachers or educators is to utilize learning evaluation applications that are interesting, innovative, and as creative as possible. Evaluation of this learning in the form of e-books, quizzes, make-a-match, multiple choice, crossword puzzles, short essays, and long essays is a challenge for teachers as professionals in the current ICT-based independent curriculum. The applications that today's educators are challenging include Anyflip, Wordwall, Liveworksheets, Oodlu, and Bamboozle.

Professional educator training through digital literacy with teachers and presenters are listed in Figure 2.



Figure 2 Professional educator training through digital literacy with teachers and presenters

Furthermore, at this mentoring stage, training was also carried out randomly, where the teacher chose an application that was considered easy and relevant for the class he was teaching and according to the class level and material.

The fourth stage is evaluation. This stage is to find out the success of training on implementing and operationalizing digital literacy by teachers in Sukoharjo Regency. The involvement of 49 teachers also filled out the questionnaire digitally in the Google form provided by the presenter. The results of the training evaluation are listed in Figure 3.

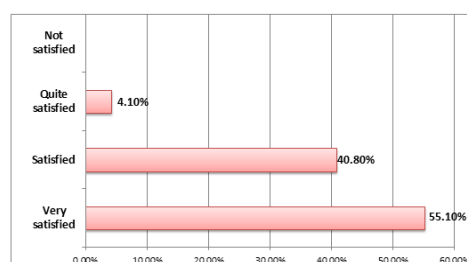


Figure 3 Submission of materials

The data above states that out of a total of 49 teachers in Sukoharjo Regency, 27 people (55.1%) stated that they were very satisfied with the delivery of material by the presenters. Meanwhile, in the satisfied category, there were 20 people (40.8%), and two people (4.1%) were quite satisfied. In addition, in terms of the usefulness of the training, the following data as follows in Figure 4.

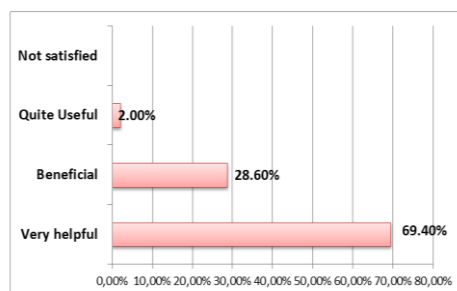


Figure 4 Benefits of digital literacy training

The benefits of this digital literacy training are in the Very Useful category for 34 teachers, or 69.4%; Helpful for 14 teachers, or 28.6%, and Quite Helpful for 1 teacher, or 2%.

In terms of the follow-up digital literacy training, the following data as follows in Figure 5.

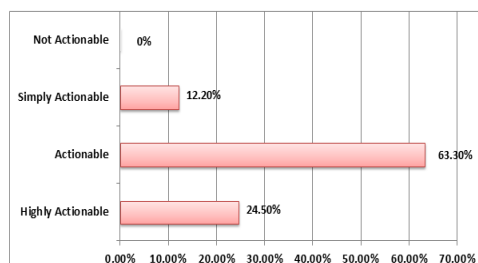


Figure 5 Follow-up digital literacy training

Furthermore, in the continuation of this training, it was categorized from the data above as follows: 12 teachers felt it was very actionable, 31 teachers felt it could be followed up, and 6 teachers felt it was pretty actionable. The evaluation data above stated that there was success in the implementation of this training, which reached above 40%.

The success that has been obtained from this training is that by freeing teachers in this independent curriculum, they can create and innovate digital learning with certain challenges. In this case, the teacher must be able to learn with technology and always use it without being separated from digital literacy. In my opinion (<http://litasidigital.id/langkah-literasi-digital/> dalam Budiwati, 2019), that digital literacy activities are a challenge for today's teachers. First, literacy is not only in the form of reading and writing in the form of books but also in the form of digital and auditory distances.

Second, internet searches throughout the region should be provided. Even though today is the era of "cyberspace," there are not a few areas in this archipelago that cannot browse through computer devices and the internet.

Literacy will be more accessible by preparing to search for computers and internet devices.

Third, the implementation of literacy plans in all educational institutions. The Ministry of Education and Culture explained that the literacy movement is comprehensive. Specifically, basic literacy, library literacy, media literacy, technology literacy, and visual literacy. So far, those who can search for literacy knowledge are limited to students, university students, librarians, teachers, lecturers, and others. So, the literacy activities launched by the Ministry of Education and Culture should be motivated. Starting with literacy activities in the family environment, school environment, and national-scale literacy activities.

Fourth, generating love and a sense of belonging to facts, truth, and science. This must be done in reading and writing activities aligned with verification, whether reading digital or manual materials.

Fifth, the community is obliged to renew their life patterns, starting from the habit of speaking to the habit of reading. Many people do not have a reading culture because they are busy looking for treasure, don't like reading, and haven't found material to read. In fact, they don't even know what quality reading material is like.

The function of digital literacy for students is to make it easier to find information, study, analyze, and compare it with the material elements provided by the teacher at any time. Digital literacy is rich in information and education. The use of digital-based methods in learning can motivate, support, and facilitate teachers and students. So, there is a need for teachers to be ready to be literate in technology and digital literacy. This is an important part of the challenge for today's teachers to be able to deal with digital teaching in ways, strategies, and tricks, wherever

and whenever using digital tools creatively in expressing ideas, wisely analyzing information, and being able to think critically.

Information technology is likened to two sides of a coin that positively and negatively affects society. Digital literacy learning is inevitable. This demand later gave birth to a thought about the importance of digital literacy, including in education. The dissemination of writing through suitable media will contribute to developments and changes in the dynamics of social life that can affect the world from time to time. The utilization of information through digital media is unlimited information for anyone, including educators today. The use of digital literacy is done wisely, correctly, and well. The implementation of digital literacy in learning can be realized in applications that are easily accessible for free, such as Zoom Meeting, WhatsApp, Youtube, Instagram, Edmodo, Google, Telegram, Facebook, Twitter, Anyflip, Bamboozle, Liveworksheets, Wordwall, Oodlu.

CONCLUSION

The presenters delivered the training activities by explaining the first stage of conducting outreach and counseling to teachers in Sukoharjo Regency regarding the urgency of digital literacy for teachers. In the second stage, the training began, which began with each teacher choosing a theme or subject to be presented in one of the digital literacy applications. Modifications in digital literacy learning can be in the form of learning evaluations. Then in the third stage, namely mentoring using random methods, the teacher chooses an application that is considered easy and relevant for the class he teaches and according to the class level and material. The fourth stage is evaluation. This stage is to find out the success of training on implementing and

operationalizing digital literacy by teachers in Sukoharjo Regency. The involvement of 49 teachers also filled out the questionnaire digitally in the Google form provided by the presenter. As for the training evaluation results, 49 teachers in Sukoharjo Regency stated that they were very satisfied with the delivery of material by the presenters, a total of 27 people (55.1%). Meanwhile, there were 20 people (40.8%) in the satisfied category, and quite satisfied with 2 people (4.1%). The benefits of this digital literacy training are in the Very Useful category for 34 teachers or 69.4%; Helpful for 14 teachers, or 28.6%; and Quite Helpful for 1 teacher, or 2%. Furthermore, in the continuation of this training, it was categorized from the data above as follows: 12 teachers felt it was very actionable, 31 teachers felt it could be followed up, and 6 teachers felt it was quite actionable. The evaluation data above stated that there was success in the implementation of this training, which reached above 40%.

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